



Physical Education KS3 Curriculum

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
NETBALL			
Content and skills	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to pass, receive, dodge, mark and execute correct footwork. <input type="checkbox"/> To know the basic rules governing a game. <input type="checkbox"/> To understand how and why the basic skills are implemented in order to achieve effective team play 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to do a variety of dodges and mark effectively under pressure and to be able to shoot. <input type="checkbox"/> To know more complex rules of the game. <input type="checkbox"/> To understand how to gain effective space when playing a full game. 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to use more advanced skills of attack and defence, including all three stages of marking. <input type="checkbox"/> To know how to construct and use a set pattern of play (centre pass and back line). <input type="checkbox"/> To understand more complex principles of attack and defence and how to use a score card.
Language for Learning:	To develop a clear understanding of key terminology used in netball and to understand the correct spelling of key terms. Also, reading skills through work cards.		
	Footwork, sprint dodge, feint dodge, stage 1 marking, stage 2 marking, repossession, offside, held ball, over a third, contact, obstruction	Full and half turn dodge, cutting in, double lead, repositioning, shooting action, rebound, double marking, court order, free and penalty pass, arms before distance	Centre pass and back line routine/set play, horizontal banding, vertical banding, stage 3 marking, transition from stage 1-2-3-1, slip and side step, forcing in and forcing wide, repositioning, movement on/off the ball, circle edge drive
Assessment:	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to perform correct footwork. <input type="checkbox"/> Ability to perform a sprint dodge (closed). <input type="checkbox"/> Ability to dodge in a game. <input type="checkbox"/> Ability to mark a player (closed) <input type="checkbox"/> Ability to mark the ball (closed) <input type="checkbox"/> Knowledge test result. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to apply a selection of dodges to a game. <input type="checkbox"/> Ability to mark a player in a game. <input type="checkbox"/> Ability to mark the ball in a game. <input type="checkbox"/> Ability to demonstrate a cool down. 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge test results. <input type="checkbox"/> Ability to plan a set pattern of play. <input type="checkbox"/> Ability to evaluate a set pattern of play. <input type="checkbox"/> Overall performance in a game situation.
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
HOCKEY			
Content and skills	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to effectively travel with the ball, pass and receive, and tackle <input type="checkbox"/> To know the basic rules governing a small sided game. <input type="checkbox"/> To understand how and why the basic skills are implemented in order to achieve effective team play. 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to hit the ball, tackle and dodge effectively. <input type="checkbox"/> To know more complex rules of the game. <input type="checkbox"/> To understand the principles behind basic attack and defence in small sided games. 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to use more advanced skills of attack and defence, including jab tackle and channelling. <input type="checkbox"/> To know how to construct and use a set pattern of play. <input type="checkbox"/> To understand more complex principles of attack and defence.
Language for Learning:	To develop a clear understanding of key terminology for hockey skills, positions, rules and muscles/bones used, and to understand the correct spelling of key terms, through Q&A during stretches, etc.		
	To develop communication in the game to support play and encourage good team work/collaborative working.		



Physical Education KS3 Curriculum

	Attack, midfield, defence, dribble, push pass, block tackle, pivot play, side dodge, v drag, marking	Reverse stick work, vdrag, roll out, jab tackle, channeling, front marking, side/back marking, lift/3D skills, short and long corner	Reverse vdrag, reverse stick stop/hit, sweep, sweeper, hit out and short/penalty corner set play
Assessment:	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to perform a push pass (closed) <input type="checkbox"/> Ability to dribble the ball (closed) <input type="checkbox"/> Ability to perform a push pass (open) <input type="checkbox"/> Ability to use space in a game <input type="checkbox"/> Knowledge test result 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to dodge (closed) <input type="checkbox"/> Ability to tackle (closed) <input type="checkbox"/> Ability to mark in a game 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge test result <input type="checkbox"/> Overall performance

YEAR 7	YEAR 8	YEAR 9
---------------	---------------	---------------

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
BADMINTON			
Content and skills	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to play matches using core skills and accurately score and officiate mini badminton games <input type="checkbox"/> To know the basic rules governing the game <input type="checkbox"/> To understand basic principles of attack and defence to plan strategies and tactics for badminton. 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to play matches using skills and tactics to outwit an opponent with increasing pressure <input type="checkbox"/> To know more advanced rules governing the game <input type="checkbox"/> To understand how to outwit your opponent through varying skills and tactics to create space and use it 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to play a singles and doubles badminton match with the use of tactics/placement/changes of power in shots <input type="checkbox"/> To know the rules and full scoring system for singles/doubles badminton <input type="checkbox"/> To understand the court boundaries, formations and tactics for doubles as well as singles games

Language for Learning:	Underarm serve, flick serve, overhead clear, serve, smash, rally, tram lines, service line, let, diagonal service box, trajectory.
-------------------------------	--

Assessment	<input type="checkbox"/> No formal assessment currently
-------------------	---

YEAR 7	YEAR 8	YEAR 9
---------------	---------------	---------------

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
BASKETBALL			
Content and skills	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to play a basic game using basic attacking and defending skills <input type="checkbox"/> To know the basic rules of Basketball <input type="checkbox"/> To understand the basic concept of possession in attack and basic defending skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to play a game using team strategies and support play <input type="checkbox"/> To know the main rules of Basketball <input type="checkbox"/> To understand how to work as a team to attack and defend 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to play a game using more advanced skills and tactics <input type="checkbox"/> To know the time rules that govern the game of Basketball <input type="checkbox"/> To understand more advanced attacking and defending skills, set plays and tactics



Physical Education KS3 Curriculum

Language for Learning:	Triple threat, dribble ball, set shot, man to man marking, stealing and foul	Offence and defence, driving to basket, support play around key, cutting runs in offence, rebounding	Offence and defence, lay up shot, fast break, box out rebound, team man to man defence, post player
Assessment	<input type="checkbox"/> No formal assessment currently		
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
GYMNASTICS			
Content and skills	<input type="checkbox"/> To be able to perform a range of balance and travel movements in isolation and in sequences. <input type="checkbox"/> To know how sequences can be developed using both floor and apparatus, including safety principles. <input type="checkbox"/> To understand the concepts of stretching and curling, matching and mirroring and speed change.	<input type="checkbox"/> To be able to use a range of apparatus to obtain flight safely and effectively. <input type="checkbox"/> To know how sequences can be developed in pairs using floor and apparatus. <input type="checkbox"/> To understand the concepts of twisting and turning, symmetry and asymmetry, and unison and canon.	<input type="checkbox"/> To be able pairs and group balances. To be able to construct a simple RG sequence. <input type="checkbox"/> To know that gymnastics includes the disciplines of Acrobatic Gymnastics and RG. <input type="checkbox"/> To understand the principles of counter tension and counter balance and the principles behind the construction of RG sequences
Language for Learning:	To develop a clear understanding of key terminology used in gymnastics and to understand the correct spelling of key terms, through the use of the white board. Also, reading skills through work cards and sequence construction cards.		
Assessment:	<input type="checkbox"/> Ability to perform a forward roll <input type="checkbox"/> Ability to plan and perform an individual sequence <input type="checkbox"/> Ability to handle apparatus safely <input type="checkbox"/> Ability to perform a sequence in a competition <input type="checkbox"/> Ability to evaluate your own performance	<input type="checkbox"/> Ability to perform a partner sequence <input type="checkbox"/> Ability to use trampettes effectively <input type="checkbox"/> Ability to perform a cartwheel <input type="checkbox"/> Ability to perform a sequence in a competition <input type="checkbox"/> Ability to evaluate own work and that of others	<input type="checkbox"/> Ability to use balance in pairs or groups <input type="checkbox"/> Ability to plan and perform a RG sequence <input type="checkbox"/> Ability to evaluate a partner's sequence
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
DANCE	<input type="checkbox"/> To be able to create and perform simple sequences around a given theme with accuracy and precision.	<input type="checkbox"/> To be able to create and perform sequences from a given stimulus with accuracy and precision.	<input type="checkbox"/> To be able to perform and compose in a variety of styles.



Physical Education KS3 Curriculum

Content and skills	<ul style="list-style-type: none"> <input type="checkbox"/> To know how to create effective dances using a range of techniques. <input type="checkbox"/> To understand the use of simple dynamics. 	<ul style="list-style-type: none"> <input type="checkbox"/> To know that motif and unison/ canon are key ingredients of composition. <input type="checkbox"/> To understand that effective evaluation will enhance their own work and that of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> To know about professional companies and works. <input type="checkbox"/> To understand how different styles and genres contribute to dance.
Language for Learning:	<p>To develop a clear understanding of key terminology used in dance and to understand the correct spelling of key terms (Stimulus, dynamics, levels, speed, pathways, travel, motif, gesture, canon, unison, personal and general space), through the use of the white board.</p> <p>Also, reading skills through work cards and sequence construction cards.</p>		
Assessment:	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to plan a short sequence <input type="checkbox"/> Ability to perform a sequence <input type="checkbox"/> Ability to perform a prescribed sequence <input type="checkbox"/> Ability to warm up to accompaniment 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to plan a partner dance <input type="checkbox"/> Ability to perform a partner dance <input type="checkbox"/> Ability to evaluate own work and that of others 	<ul style="list-style-type: none"> <input type="checkbox"/> Ability to perform in a set style <input type="checkbox"/> Ability to evaluate own work and that of others <input type="checkbox"/> Ability to project and express clearly to an audience
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>ATHLETICS</u>	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to perform a variety of techniques in a range of throws, jumps and running activities. <input type="checkbox"/> To know the basic rules governing events <input type="checkbox"/> To understand basic fitness and safety principles 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to develop the techniques in a variety of events in order to perform at a higher level. <input type="checkbox"/> To know more complex rules governing events and know a range of coaching points. <input type="checkbox"/> To understand the principles behind basic coaching and evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> To be able to improve their techniques in a variety of events in order to perform at maximum levels. <input type="checkbox"/> To know more complex rules and techniques and a range of coaching points. <input type="checkbox"/> To understand the principles behind coaching and thorough self-evaluation.
Language for Learning:	<ul style="list-style-type: none"> <input type="checkbox"/> An expectation of the use of correct terminology and correct spellings, including cardio-vascular fitness, muscular strength, power, endurance. Names and spelling of bones 		
Assessment:	<ul style="list-style-type: none"> <input type="checkbox"/> Result of HGS awards <input type="checkbox"/> Application of safety to lessons 	<ul style="list-style-type: none"> <input type="checkbox"/> Result of HGS star awards <input type="checkbox"/> Ability to coach a partner 	<ul style="list-style-type: none"> <input type="checkbox"/> Result of HGS star award <input type="checkbox"/> Ability to evaluate own performance



Physical Education KS3 Curriculum

	<input type="checkbox"/> Continued progress towards understanding of musculo-skeletal system for test.	<input type="checkbox"/> Ability to plan a group competition	<input type="checkbox"/> Result of knowledge test
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
TENNIS			
Content and skills	<input type="checkbox"/> To be able to rally effectively and execute simple ground stroke technique. <input type="checkbox"/> To know the basic rules and be able to score a simple game. <input type="checkbox"/> To understand how and why to implement the basic skills in order to play an effective game.	<input type="checkbox"/> To be able to perform a backhand drive and a volley. <input type="checkbox"/> To know the basic rules for doubles and how to score. <input type="checkbox"/> To understand the basic principles of attack and defence in doubles.	<input type="checkbox"/> To be able to serve. <input type="checkbox"/> To know the rules governing the serve in doubles. <input type="checkbox"/> To understand the use of doubles positioning.
Language for Learning:	Base line, tram lines, singles court, doubles court, service box, service line, hand eye coordination, rally, underarm feed/serve, forehand and backhand drive, ground strokes/Drive, serving Love, 15, 30, 40, deuce	Forehand and backhand drive Top spin, deuce, advantage, double fault, ace, let, volley – long and low (angles), creating space	Top spin, tram lines, double fault, let, ace, diagonal service box, cross court/down the line
Assessment:	<input type="checkbox"/> Ability to perform a forehand drive (closed) <input type="checkbox"/> Ability to perform a simple rally <input type="checkbox"/> Understanding scoring <input type="checkbox"/> Ability to perform a warm up using ball skills	<input type="checkbox"/> Ability to perform a backhand drive (closed) <input type="checkbox"/> Ability to perform a volley (closed) <input type="checkbox"/> Result of knowledge test	<input type="checkbox"/> Ability to serve (closed) <input type="checkbox"/> Ability to use doubles positioning <input type="checkbox"/> Ability to score
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
ROUNDERS			
Content and skills	<input type="checkbox"/> To be able to throw, catch, bowl and strike the ball effectively and safely. <input type="checkbox"/> To know the basic rules governing the game. <input type="checkbox"/> To understand how and why the basic skills are implemented in order to play effectively.	<input type="checkbox"/> To be able to bat and field effectively in team situations. <input type="checkbox"/> To know the more complex rules and strategies. <input type="checkbox"/> To understand how to communicate effectively in team situations.	<input type="checkbox"/> To be able to bat using distance and direction. <input type="checkbox"/> To know the more complex rules and strategies. <input type="checkbox"/> To understand how to be an effective member of the batting and fielding side.
Language for Learning:	<input type="checkbox"/> Pupils will use and spell correctly words relating to Rounders. Example; ball, bowling, stance, body position, follow through, no ball, batting, overarm, underarm, fielding		



Physical Education KS3 Curriculum

Assessment:	<input type="checkbox"/> Overarm throw <input type="checkbox"/> Ability to bowl <input type="checkbox"/> Knowledge test	<input type="checkbox"/> Field effectively <input type="checkbox"/> Effective batting <input type="checkbox"/> Knowledge test	<input type="checkbox"/> Distance and directional hitting <input type="checkbox"/> Apply tactics <input type="checkbox"/> Knowledge test
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>RUGBY</u>			
Content and skills		<input type="checkbox"/> To be able to pass effectively. <input type="checkbox"/> To know the basic rules of tag rugby. <input type="checkbox"/> To understand and experience the concept of alternative invasion games that require different skills.	
Language for Learning:		Try scoring, tagging, backward pass, turn over	
Assessment:		<input type="checkbox"/> Ability to pass backwards <input type="checkbox"/> Ability to play a simple game of tag rugby	
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>FOOTBALL</u>			
Content and skills			<input type="checkbox"/> To be able to pass, dribble and shoot in a game situation <input type="checkbox"/> To know the basic rules of the game <input type="checkbox"/> To understand when to apply different skills and techniques (e.g. appropriate times for different passes), and use basic tactics in simple 5 v 5 games
Language for Learning:			Dribble, pass – instep/laces, first touch (inside/outside/bottom of foot), clearing the ball, different turns – cruffyt turn, drag back, inside and outside hook, step over, scissors. Volley, tackle – block/jockey. Shielding the ball. Corners, throw-ins, GK kick.



Physical Education KS3 Curriculum

Assessment:			<input type="checkbox"/> Non-assessed
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
TRAMPOLINE			
Content and skills			<input type="checkbox"/> To be able to perform skills and combine into basic swing-time sequences. <input type="checkbox"/> To know the safety principles underpinning the activity. <input type="checkbox"/> To understand how to progress skills in a logical order.
Language for Learning:			To develop a clear understanding of key terminology used in trampoline and to understand the correct spelling of key terms. Also, reading skills through work cards and sequence construction cards.
Assessment:			<input type="checkbox"/> Non-assessed
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
CROSS COUNTRY			
Content and skills	<input type="checkbox"/> To be able to sustain running over increasing distances <input type="checkbox"/> To know how to prepare for and recover from sustained activity <input type="checkbox"/> To understand the basic effects of exercise		
Language for Learning:	An expectation of the use of correct terminology and correct spellings, including cardio-vascular fitness, muscular strength, endurance. Names and location of basic muscles		



Physical Education KS3 Curriculum

Assessment:	<input type="checkbox"/> Cross country performance <input type="checkbox"/> Cross country knowledge test		